DOCUMENT RESUME

ED 440 001 SO 031 284

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TITLE	No Easy Choices: Taking Sides in Civil War Missouri. Wilson's Creek National Battlefield Educational Packet, Grades 7-8.
INSTITUTION	National Park Service (Dept. of Interior), Republic, MO. Wilson's Creek National Battlefield.
SPONS AGENCY	National Park Foundation, Washington, DC.
PUB DATE	1999-00-00
NOTE	30p.; For related documents on Wilson's Creek National Battlefield, see SO 031 282-285. Accompanying map not available from ERIC.
AVAILABLE FROM	Wilson's Creek National Battlefield, 6424 West Farm Road 182, Republic, Missouri 65738. Tel: 417-732-2662.
PUB TYPE	Guides - Classroom - Learner (051)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Civil War (United States); Curriculum Enrichment; Field Trips; Grade 7; Grade 8; *Heritage Education; Historic Sites; History Instruction; Junior High Schools; *Primary Sources; Social Studies; *State History; United States History
IDENTIFIERS	*Wilsons Creek National Battlefield MO

ABSTRACT

This educational packet for grades 7 and 8 is organized to help students study about and/or plan a visit to Wilson's Creek National Battlefield, the site of a struggle between the Union and Confederate forces in August 1861 for the control of Missouri. The packet contains the following materials: (1) Educational Group Reservation Form; (2) Wilson's Creek National Battlefield Troop Movement Maps (six detailed maps chronologically show troop locations and movement during the battle); (3) "The Battle: A Brief Account of the Battle of Wilson's Creek" (tells of the events and personalities that led to and were involved in the battle and provides necessary background for the academic activities in the packet); (4) Outline of the Traveling Trunk Program (contains a collection of items for demonstration or hands-on activities related to soldiers' daily lives for classes that cannot visit the park or wish to reinforce concepts learned during a battlefield visit); (5) Pre-Visit Objectives and Activities (activities 1-3 are organized in order of increasing complexity for grades 7-8); (6) Outline of Battlefield Visit; (7) Post-Visit Objectives and Activities (activity 4); (8) Suggested Readings (16 items); and (9) Comments and Suggestions. (BT)

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WILSON'S CREEK NATIONAL BATTLEFIELD

NO EASY CHOICES: TAKING SIDES IN CIVIL WAR MISSOURI

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Educational Packet
Grades 7-8

NO EASY CHOICES: TAKING SIDES IN CIVIL WAR MISSOURI

Wilson's Creek National Battlefield Educational Packet Grades 7-8

By

Kenneth Elkins and Jeff Patrick
and the staff of Wilson's Creek National Battlefield

GENEROUSLY FUNDED BY A GRANT FROM
THE NATIONAL PARK FOUNDATION,
WASHINGTON, D.C.

HOW TO USE YOUR SCHOOL PACKET FROM WILSON'S CREEK NATIONAL BATTLEFIELD

A. INTRODUCTION:

This packet is organized to help you make the most of your study of and visit to Wilson's Creek National Battlefield. Feel free to pick and choose from the provided materials depending upon your particular circumstances. To reserve a video or one of the travelling trunks or to acquire one of the other educational packets, please see the EDUCATIONAL MATERIALS REQUEST FORM in the EDUCATORS' GUIDE TO THE BATTLE OF WILSON'S CREEK.

B. CONTENTS:

1. EDUCATIONAL GROUP RESERVATION FORM.
   This form is necessary if your class(es) are going to visit Wilson's Creek National Battlefield. Please note the guidelines at the bottom of this form.

2. WILSON'S CREEK NATIONAL BATTLEFIELD TROOP MOVEMENT MAPS.
   The six detailed maps herein chronologically show troop locations and movements during the Battle of Wilson's Creek. Feel free to copy all or part of this map brochure as necessary.

3. THE BATTLE: A BRIEF ACCOUNT OF THE BATTLE OF WILSON'S CREEK.
   This short account by Kenneth Elkins of the events and personalities that led to and were involved in the Battle of Wilson's Creek provides the necessary background for the academic activities included in this packet. A somewhat more detailed and different perspective on these events, THE STRUGGLE FOR MISSOURI: LYON'S CAMPAIGN AND THE BATTLE OF WILSON'S CREEK by Leo Huff, may also prove useful in completing these activities and can be found in HARD TIMES/HARD WAR, our educational packet for grades 9-12.

4. OUTLINE OF THE TRAVELLING TRUNK PROGRAM:
   For those teachers who cannot visit the park, or who wish to reinforce concepts learned either before or during their battlefield visit, a Travelling Trunk is available for loan. Each trunk contains a collection of reproduction items suitable for demonstrations and/or hands-on activities related to daily life for common soldiers during the Civil War. Also included are descriptions of the uses of each specific item as well as some suggested classroom activities. Please call the battlefield about reserving one of these trunks.

5. PRE-VISIT OBJECTIVES AND ACTIVITIES.
   Activities numbered one through three are organized in order of increasing complexity for grades 7-8. Beyond copying them as necessary, please feel free to adjust or expand these as appropriate for your particular classroom situation.

6. OUTLINE OF BATTLEFIELD VISIT.
   National Park Service personnel will be glad to answer any questions you might have during your visit.

7. POST-VISIT OBJECTIVES AND ACTIVITIES.
   As with Number Five above, use Activity Four as appropriate.

8. SUGGESTED READINGS.
   If you are interested in other aspects of the Civil War, National Park Service personnel will be glad to refer you to additional written works and/or bibliographical materials.

9. COMMENTS AND SUGGESTIONS.
   To help us better serve you in the future, please take a moment to complete this short form and return it to the park. Further, if you have any immediate concerns during your visit, do not hesitate to share them with National Park Service personnel.

EDUCATIONAL GROUP RESERVATION FORM

Wilson's Creek National Battlefield
6424 W. Farm Road 182
Republic, Missouri 65738
(417) 732-2662

_____ _____
Date of Reservation request: Reservation received by:

Name of teacher: _____
Name of school: _____
Address of school: _____
_____
Phone Number of school: _____

CONFIRMATION FOR VISIT TO WILSON'S CREEK NATIONAL BATTLEFIELD:

Date: _____ Time: _____
Grade(s): _____ # of Students: _____ # of Adults:_____
Picnic Area: Yes No Self-guided Auto Tour: Yes No

Special Needs: _____
_____

VISIT GUIDELINES:

* The teacher(s) is(are) responsible for the conduct of their students and must remain with their students during their visit.
* The school will provide one adult for each ten students.
* The entrance fee is waived for educational groups. Please see below.
* If you need to reschedule or cancel your visit, please contact the battlefield as soon as possible.
* If you are interested in reserving the common soldier video, another grade-specific educational packet, or one of the travelling trunks before your visit to Wilson's Creek, please use the EDUCATIONAL MATERIALS REQUEST FORM in the EDUCATORS' GUIDE.
* The staff at Wilson's Creek National Battlefield is looking forward to your upcoming visit. We hope that it will be a most enjoyable and educational experience.

I have read the program guidelines listed above and agree to comply with these standards during our visit. I also request a waiver of the entrance fee for my group, as our visit to Wilson's Creek National Battlefield is educational in nature.

_____ _____
Signature Date

THE BATTLE

A BRIEF ACCOUNT OF THE BATTLE OF WILSON'S CREEK, ITS SIGNIFICANCE, AND THE CIVIL WAR IN MISSOURI

By Kenneth Elkins

On the cold, clear night of February 7, 1861, Captain Nathaniel Lyon led his company of U.S. infantrymen from Fort Riley, Kansas, off railroad cars at Union Depot in St. Louis, Missouri and marched them to the Federal Arsenal, which local Unionists feared might fall under the control of Southern sympathizers. Just two months later the first shots of the American Civil War were fired at Fort Sumter in South Carolina and almost four months after that Lyon, with only three months experience as a newly appointed general, and hundreds of other men, were killed in a brutal battle along Wilson's Creek in southwest Missouri on a scorching morning in August. While Lyon undoubtedly was "an obscure infantry captain" before the war began, perhaps as much as any other man, he was responsible for bringing the war to Missouri. Unfortunately, the struggle for Missouri did not end with the deaths at Wilson's Creek. By war's end, Missouri not only had seen more military actions than any other state except Virginia and Tennessee, but Missourians had also endured a bitter guerrilla struggle that cost over 25,000 civilian lives.

Just before Wilson's Creek President Abraham Lincoln instructed Major General John Fremont, before he assumed overall command of Union forces in the West in late July, that "you must use your own judgement, and do the best you can." Fremont considered possession of Missouri a key part of controlling the Mississippi River Valley, which would allow the Union to "hold the country by its heart." In other words, according to the historian Shelby Foote, while "Missouri was only a starting point," it was "essential to the plan" to control the Mississippi River to the Gulf, including the vital cities of Vicksburg and New Orleans. Further, beyond the need to protect Missouri's Unionists, the state was important to the Union because of the manpower and agricultural produce it could contribute to the war effort, as well as serving as a potential staging point for a later invasion of the South. Finally, Missouri was crucial because by 1860 it supplied over 60% of the nation's lead. Later, after the Battle of Wilson's Creek, G. W. Clark, the Confederate Quartermaster at Fort Smith, Arkansas informed Secretary of War Judah P. Benjamin that he believed that lead mines in southern Missouri could "furnish all that is wanted for the Confederate Army." Aside from these logical reasons for securing control of Missouri, Lyon's fanatical devotion to preserving the Union drove him to purge the state of those who were not of like mind.

From the time of his arrival in St. Louis, Lyon showed little interest in compromising with anyone who held Southern sympathies. In the weeks before the battle at Wilson's Creek, he had the weapons in the St. Louis Arsenal moved to a safe place, took prisoner hundreds of pro-secession Missouri militiamen gathered nearby at Camp Jackson, seized control of the capital in Jefferson City, refused to negotiate with pro-Southern leaders such as Missouri Governor Claiborne Jackson, routed Rebel forces at Boonville, Missouri's first battle, in mid-June, and then pursued them into southwest Missouri in mid-July. There, after more hard marching and inconclusive skirmishes, Lyon decided for three reasons to attack the Southern force camped on Wilson's Creek: nearly half of his men were at the end of their ninety day enlistments; to protect a pro-Union element in Springfield recently swollen by refugees; and simply because it galled him to retreat without doing any serious damage to the Rebel cause in Missouri. Ironically, Southern leaders planned to march on Springfield the evening before but a local thunder shower forced them to remain in camp, though they failed to set adequate sentries. On the morning of August 10th, a Saturday, he attacked the Southern camps on Wilson's Creek from the north with 4200 troops while Colonel Franz Sigel's 1200 men struck from the south. By dividing his small force Lyon hoped to surprise the larger Southern army, damage it seriously, and drive it off before its leaders could bring their 12,000 men to bear on the attacking Federals. If it had not been for the murderous delaying fire of Captain William Woodruff's Confederate artillery battery at the outset of the battle and then Sigel's disastrous rout at 8:30 A.M. at the hands of Southern troops mistaken for gray-clad Iowans, Lyon might have succeeded. But the Confederate and Missouri State Guard forces under the leadership, respectively, of Generals Ben McCulloch and

Sterling Price, refused to yield and, with Sigel's troops gone from the field, Lyon's men faced their enemies alone.

Though few of the troops on either side had seen full-scale combat, the two armies stood, with the glaring exception of Sigel's rout, in the worst of conditions and fought at close quarters on both sides of Wilson's Creek. The roar of battle was heard miles away, while on the high ground west of the creek, thereafter known as Bloody Hill, clouds of gunpowder smoke shrouded the wounded and the dead strewn across a devastated landscape. Lost in the searing sights and sounds of war, the two armies faced off in the merciless heat for what must have seemed like an eternity, though the battle actually lasted less than six hours and was broken by three clear lulls. One Union officer recalled that by 9:00 A.M. the "engagement . . . [became] almost inconceivably fierce along the entire line." While rallying his troops to meet this determined Southern assault, General Lyon, already twice wounded, died when a bullet found his heart, though few were aware of his loss.

During the two hours after Lyon's death at 9:30, according to Major Samuel Sturgis, the senior Union officer, the "most bloody engagement of the day" occurred, during which the Federal line held "with perfect firmness" despite "the contending lines being almost muzzle to muzzle." By noon, Sturgis, who did not assume command of Union forces for nearly a half hour after Lyon's death because of the poor communications and confusion so common to the warfare of that day, ordered his exhausted troops to retreat after their ammunition ran low, leaving the field to the equally exhausted Rebels who, upon attacking for the fourth time, found only the wounded and the dead on Bloody Hill.

Despite their inexperience and the miserable conditions in which they strove, the opposing armies, with but a few exceptions, fought well. General John Clark, a division commander in the Missouri State Guard, exclaimed the morning after the battle while surrounded by the awful debris of war, "But didn't my men fight, though? Didn't they fight like devils?" Such sentiments were common on both sides. Edwin Nash, adjutant for the 1st Kansas Regiment, in a letter informing Mrs. Hattie Jones of the death of her husband, First Lieutenant Levant Jones, wrote that "while our boys were being cut down by the dozens they never flinched a hair but stood their ground like old veterans." Sadly, in the course of such brave efforts, both veterans and the inexperienced suffered and died in the indiscriminate slaughter of the battle.

So ferocious was the fighting at Wilson's Creek, it is little wonder the casualty rates were so high. Over 530 men were killed during the battle while more than 1800 were wounded, many of them severely. Henry Martyn Cheavens, an infantryman with the Missouri State Guard, was struck by Federal artillery fire during the battle. A canister ball nearly severed the muscles and nerves in his right thigh while breaking the bone just above the knee. Though a friend endured two amputations and suffered "immensely" before dying six weeks later, inexplicably Cheavens avoided the same surgery that too often resulted in deadly infections. Later he wrote that "maggots crawled over me and in my wound and up my back till the bedclothes were just filled." Though Cheavens and others survived their wounds, too many men went unattended for hours after the battle only to die alone. But after the battle there would be little time to grieve for the dead or reflect on the fate of the wounded because the machinery of war had been set in relentless motion and would grind on for nearly four more years.

Southern forces at Wilson's Creek failed to take advantage of their hard-won victory and strike the Federal forces before they retreated to Rolla and then St. Louis. Soon thereafter, while regular Confederate forces under General McCulloch returned to Arkansas, General Price led the Missouri State Guard north where, in mid-September, they captured and temporarily held the small community of Lexington on the Missouri River before retreating to the south. Thus, in the long run, Lyon's gamble at Wilson's Creek paid off; Southern forces were prevented from gaining control of major portions of Missouri in 1861 and the stage was set for the Union's decisive victory at Pea Ridge in northern Arkansas the next spring. Meanwhile, many of the men who fought at Wilson's Creek went on to fight in hundreds of other battles during the war, many of which would prove to be much like the one at Wilson's Creek: bitterly contested, costly, and too often inconclusive. Finally, and beyond the consequences of regular military actions, Missourians faced nearly four more years of grim guerrilla warfare during which marauding bands from both sides killed thousands of civilians and drove many others from their homes and farms. The legacies of that guerrilla warfare, as well as our memories of the men on both sides who fought valiantly in the bloody battle at Wilson's Creek, still remain with us.

NO EASY CHOICES

OUTLINE OF THE TRAVELLING TRUNK PROGRAM

The Travelling Trunk can be used as a self-contained educational activity or in conjunction with other activities and/or your visit to Wilson's Creek National Battlefield. Each trunk, whether for the United States Regular soldier or the Missouri State Guard soldier, will have a list of contents which should be checked off against the items in the trunk upon receipt and before return to the park. The list below is provided to give you some idea of the contents of these trunks and as such is more representative than complete. Please feel free to copy any of the printed materials in the trunk, whether primary sources and/or educational activities.

Outline of Contents:

A. Checklist of contents.
B. List of contents with associated descriptions bound in a folder.
C. Clothing: including but not limited to different types of coats, shirts, hats, shoes, etc.
D. Personal items: including but not limited to such items as mirrors, wallets, combs, pipes and tobacco, cards and/or dice, writing materials, cooking and eating utensils, soap, tin cups, candles, toothbrushes, etc.
E. Regularly issued military materials: cartridge and/or cap boxes, dummy rounds of ammunition, bayonet scabbard, haversack with hardtack crackers, parched corn, coffee, canteen, etc.
F. Drill manual (*Hardee's Tactics*), selected excerpts.
G. Primary sources: selected copies of and/or excerpts from letters, diaries, photos, and newspaper articles.
H. Video: depicts a typical soldier from the Civil War period engaged in using many of the items listed above.
I. Educational activities packet: brief activities to facilitate student understanding of the life of a common soldier during the Civil War.

NO EASY CHOICES

PRE-VISIT OBJECTIVES/MATERIALS NEEDED

Any or all of the following activities may be selected by the teacher as appropriate pre-visit (or whenever they best serve your purposes) lessons for her/his particular class. Teachers may either use their copy/ copies of this packet and/or the EDUCATORS' GUIDE as an instructional tool and/or copy sections from either packet as appropriate for regular class activities.

I. Activity One, Parts One through Three:
Upon completion of this activity, the student will be able to:

1. define and/or use in context terms associated with the Civil War.

2. identify and list the major events and situations before and during the Battle of Wilson's Creek.

3. identify and consider the contributions of some of the individuals who played significant roles in the Battle of Wilson's Creek.

MATERIALS NEEDED: For historical background, see the enclosed copy of Kenneth Elkins's "The Battle." Leo Huff's "The Struggle for Missouri," which can be found in HARD TIMES/HARD WAR, the educational packet for grades 9-12, may also be useful. Also see the OFFICIAL MAP AND GUIDE for Wilson's Creek National Battlefield, included in the EDUCATORS' GUIDE. Feel free to copy any of these materials as necessary.

II. Activity Two:
Upon completion of this activity, the student will be able to:

1. use and interpret the meaning of military maps.

MATERIALS NEEDED: Use and copy as necessary the enclosed WILSON'S CREEK NATIONAL BATTLEFIELD TROOP MOVEMENT MAPS.

III. Activity Three:
Upon completion of this activity, the student will be able to:

1. identify and list some of the possible motives for enlistment and fighting during the first year of the American Civil War.

2. critically analyze primary source documents to determine historical motives and effects.

MATERIALS NEEDED: Use and copy as necessary the primary and secondary sources excerpted below as well as Elkins's "The Battle," and Huff's "The Struggle for Missouri."

NO EASY CHOICES

Activity One, Part One

Vocabulary. The following terms and phrases are related to the choices people made before and during the American Civil War, choices about enlisting, type of service, loyalties, and more. From a standard dictionary, select those definitions that best reflect their use during the Civil War period and write them next to their respective terms. Or, depending on student abilities and interest, have your class use either all or selected terms in complete sentences that reflect an American Civil War context.

1. enlistment
2. draft
3. volunteer
4. recruit
5. patriotic
6. youthful idealism
7. mercenary
8. infantry
9. cavalry
10. artillery
11. courage
12. casualties
13. guerrilla warfare
14. comrades
15. loyalty
16. battle
17. skirmish
18. marauders
19. honor
20. tradition

NO EASY CHOICES

Activity One, Part Two

Fill-in-the-blank. Please complete the following historical statements about the Battle of Wilson's Creek.

_____ 1. Though he was "an obscure infantry captain" before the Civil War began, in his efforts to save Missouri for the Union . . . did as much as any man to bring the war to Missouri during 1861.

_____ 2. Early in the Civil War both the North and the South wanted to control Missouri because of the rivers that ran through it, its manpower, its agricultural production, and its . . . mines.

_____ 3. One of the reasons that Union forces attacked Southern forces at Wilson's Creek in early August, 1861 was because the Union commander realized that over half of his men were nearly at the end of their ninety day . . .

_____ 4. Union forces might have swept Bloody Hill and driven off the much larger Rebel army if they had not been slowed early in the battle by the murderous fire of Captain . . . Confederate artillery battery.

_____ 5. While the majority of the Union forces stood and fought on Bloody Hill, Colonel . . . 1,200 men fled the field after they mistook Louisiana troops for gray-clad Iowans.

_____ 6. Though the merciless heat, the thick smoke, and the deafening noise may have seemed unending, the Battle of Wilson's Creek actually lasted less than . . . hours and was broken by three clear lulls, or quiet periods.

_____ 7. Even though the armies that fought at Wilson's Creek were much smaller then in later battles, the fighting was so ferocious that over . . . men were killed and 1,800 were wounded.

_____ 8. Major . . . assumed command of Union forces after General Lyon was killed and held Bloody Hill through some of the "fiercest and most bloody" fighting of the battle before retreating to Springfield due to low ammunition supplies.

_____ 9. . . . forces failed to take advantage of their costly victory at Wilson's Creek and seize control of Missouri late in 1861, thus setting the stage for their decisive defeat at the Battle of Pea Ridge in March of 1862.

_____ 10. Beyond the death and destruction caused by the hundreds of regular military actions in Missouri during the Civil War, three years of grim . . . warfare fought by marauding bands of men on both sides caused even more misery and death for Missouri's civilian population.

NO EASY CHOICES

Activity One, Part Three

Matching: Much of history is the study of peoples' lives and actions. From the leaders to the lowest privates, thousands of men fought at the Battle of Wilson's Creek. Thousands of civilian lives were also touched in many ways by the battle. The following list of names reflects some of the different types of people touched by the battle. Please match the names on the left with the descriptions on the right and then place their letters in the appropriate spots on the far left.

___ Benjamin McCulloch	A. A former Missouri governor, his Missouri State Guard troops fought with the Confederates at Wilson's Creek.
___ Nathaniel Lyon	B. Overall commander of Union forces in the West during the summer of 1861.
___ John Ray	C. Missouri State Guard infantryman severely wounded during the battle.
___ Sterling Price	D. Union Army officer and commander so fanatically devoted to the Union he refused to negotiate with anyone sympathetic to the South before losing his life at the Battle of Wilson's Creek.
___ William Woodruff	E. Lieutenant with the 1st Kansas Regiment, killed at Wilson's Creek.
___ Henry M. Cheavens	F. Overall commander of Confederate forces at Wilson's Creek, he was killed at the Battle of Pea Ridge the next spring.
___ John Fremont	G. Part of the Battle of Wilson's Creek was fought in one of his fields while his home was used as a field hospital.
___ Levant Jones	H. Confederate artillery officer whose guns played an important part in the battle.

NO EASY CHOICES

Activity Two

INSTRUCTIONS: Military Maps. During the Civil War, detailed maps were crucial to both sides before and during battles. They are also useful today to students of history. From the enclosed WILSON'S CREEK NATIONAL BATTLEFIELD TROOP MOVEMENT MAPS please copy the next to last map labeled "10:00 A.M.—11:30 A.M.—The Southerners launch their final assault on Bloody Hill" as well as the "Military Symbols/Troop Movements/Legend" in the lower right hand corner of the same page. They should fit together on one 8.5 x 11 sheet of paper. Then have your students answer the following questions. Please feel free to copy and/or use other materials from these excellent maps as suitable for your class(es).

NO EASY CHOICES

Activity Two

Military Maps, Quiz. After viewing the preceding map and legend, please answer the following questions. Some of the questions below are open-ended, meaning that they have more than one possible response.

1. The opposing armies at Wilson's Creek were for the most part lined up in which directions, North to South or East to West?

2. Name three of the civilian homes located on or near the battlefield area.
   1)
   2)
   3)

3. How are troop movements shown on this map?

4. According to this map, most of the fighting took place in which area, east or west of Wilson's Creek?

5. The only "Improved Road" running through this area is labeled as:

6. What do the light brown lines on this map with numbers such as "1100," "1150," and "1200" represent?

7. Which battery, or group, of guns for which side was located on the east side of Wilson's Creek approximately 1000 feet northeast of Guinn's Orchard?
   1) (battery):
   2) (side):

8. According to the map, which side held the higher ground during the South's final assault?

9. According to the map, troops from which three states fought for the Union at Wilson's Creek?
   1)
   2)
   3)

10. The heaviest concentration of troops along the battleline covered an approximate distance of:
    A) 1000 feet.
    B) 2500 feet.
    C) 4000 feet.

NO EASY CHOICES

Activity Three

INSTRUCTIONS: Please read the following two excerpts carefully. Using these and other materials such as Elkins's "The Battle" and Huff's "The Struggle for Missouri," complete the activity following the readings below.

Eyewitness Account

Excerpt from E. F. Ware's *The Lyon Campaign in Missouri*, pages 72-79. Eugene F. Ware voluntarily enlisted in the First Iowa Infantry within a few days after the Civil War started in April, 1861. The account below starts the day after the first shots were fired at Fort Sumter.

My old grandfather came along . . . the fence and asked, "What are you trying to do?" I said: "I am learning to throw up earthworks. What do you think of the prospect of war?" He said: "I have been expecting it for twenty years. The country is all gone to smash. The Constitution is of no use anymore. . . . There never will be any more such good times as there used to be. About everybody's going to get killed un!ess something stops it, and I don't see what there is that can stop it. It is State against State, and it will be family against family and man against man. I don't never expect to live to see the end of it. . . . I said to him: "I expect I will be in the war. Nobody seems to think it will last long; some say it won't last over ninety days." My old grandfather said: "Oh, ninety days ain't no time. You can't get ready in ninety days; but," he said, "I guess you might as well go as anybody. *War is a great school.* It is a mighty good school, or it is a mighty bad school, according to the way you take it." . . . . When I found out that I had been selected as one to go to the war . . . my happiness knew no bounds. My sister was very proud of it, and her many young lady friends congratulated me. I felt that I might become a favorite, and might ultimately be considered by the young ladies generally as being a good deal of a fellow. . . . [after his selection it was] the happiest day of my life, and those who were successful all felt similar elation. . . . Cash was frequently offered by outsiders for a place as private soldier in the company. When I announced to my parents that I had been accepted in the Zouaves, things seemed to change with them. . . . There was a constant stream of secession talk in Northern newspapers, and a constant iteration of the fact that any parent could take any boy out of the army, under twenty-one. That was what made it hard for me to get in, and the question with me was whether or not my parents would take me out. . . . My father's demeanor changed a very great deal when he found that I was in. He was not half as profoundly stirred up over slavery as he had been before. I was his only grown son. My mother took a very sensible view of things. She cried some, but said that if I wanted to go I ought to go. She said that I must write her every week if I went, and she very sensibly said, "Now you want to be careful and not do anything that would make you ashamed to come back." . . . As soon as our company had been organized, we who were uniformed were marched down to a church where a sermon was to be preached. . . . I shall never forget that sermon. I do not remember the name of the minister. . . . He told us that, it we were called upon, we must uphold the country and the flag, and he made the distinct statement that the Lord Almighty had organized the United States for the purpose of keeping out kings and kingdoms. . . the great curse of the world. . . . [the U.S. government] was to be a beacon-light in the world, and if we lost our lives in the supporting of the government we would go right straight to Heaven as soon as we were killed. I remember what a very assuring effect that had. I was beginning to have a little doubt upon the subject at that time, but the sermon seemed as if it had been prepared in a very sensible, scientific, patriotic and politic way to give the boys enthusiasm. It was without doubt all prearranged, although we did not then understand it. At any rate, the sermon had a very fine effect, and as the church was large, and all the girls in town were there, the boys marched out very pompously and felt that they were going either down

to the tropics or to Heaven, and it was safe either way. . . . The German company was organized under an old German officer as captain. . . . [who was] one of the best men . . . I ever knew . . . [and] was idolized by everybody who knew him. He was a thorough lover of liberty, a brave and capable man. . . . Before we were accepted a couple of our men changed their views and politics, and became "secesh" and would not go in. It was not to be wondered at that under steady disloyal persuasion a young man here and there should yield. There were hundreds of open secessionists and hundreds of "Southern sympathizers," and they were all at work doing what they could to tie the hands of the North and of the soldiers of the Union. . . . [Still], the new soldiers whenever they marched felt that they were keeping step to the music of the Union. . . . [and] when we were in our uniform our company was probably the prettiest-looking lot of young men who ever stood up in a row.

A Historian's View

Excerpt from Michael Fellman's *Inside War; The Guerrilla Conflict in Missouri During the American Civil War*, pages 193-195. In this short passage, Fellman considers different ways women responded to the Civil War in general and guerrilla warfare in particular in Missouri. Please note that as a historian Fellman sees womens' motives for supporting the war in much more complex terms than did a young Eugene F. Ware when he entered the war in 1861.

Women as well as men carried romantic preconceptions into war. War meant sacrifice, but this was a noble means to achieve victory—peace with honor. Women would be brave and supportive of their warrior sons and lovers. They would remain true and loving, patient yet eager to welcome home their conquering heroes.

At the end of the evening of December 29, 1861, Adelia Allen sat by her fireside in Princeton, Illinois, writing to her "dear friend" Dan Holmes, who had gone soldiering through rural Missouri. She recalled their having sat together late one evening by such a fire. . . . She reminded Dan of dinner parties other evenings with their chums, when "fine sentiment—polished wit—keen sarcasm—and charming originality—" flew around the table. In a similar schoolgirl-pretentious tone she also exhorted him to fight the noble war: "strike till the last armed foe expires . . . we do hope you will succeed in crushing this unholy rebellion. I am glad you see it your duty to stiffen the sinews and summon up the blood." Dan was killed by guerrillas in 1862.

This was a conventional war letter to a soldier in the field from a young woman back home. Recalling happy times, . . . [it] also promised a future worth fighting to preserve. Such domestic anticipation was explicitly linked to the higher morality of the war. Adelia was preparing Dan and herself for his possible sacrifice, which was all the more reason to intensify general war aims in such personal, emotional ways. For Dan and Adelia, death could have value, and this meant that life could have more meaning as well.

In some cases, women were more ideologically committed than their male friends and kin whom they pushed into war. Lizzie Brannock wrote to her brother from the village of Chapel Hill concerning her southern principles and behavior. For her, the Republicans were abolitionist rebels who had captured and destroyed the "dear old government with all its rights and privileges," most especially the right of freedom of thought. "I think every man is entitled to his honest opinion and no one has a right to interrupt or disturb him for his sentiment." The Union had turned barbarian, burning and plundering her county to impose an alien antislavery ideology upon it. Lizzie wrote that she had come to these secessionist conclusions five months prior to her husband, and that only on August 15, 1862, had he "voluntarily" gone South to join J.O. Shelby's cavalry regiment rather than submit to an oath and enlist in the local Union militia. He had become "an honest Christian soldier from principle and conscience battling for what we think the right." Lizzie Brannock was clearly in the political lead and not merely by five months. "Mr. Brannock would be willing to live on as a loyal citizen if he could, but I am not willing he should take an oath that he desires the north to triumph over the south, [an oath] which would be against conscience

and it would be guilty before God and man." Political correctness, conscience, and Christianity were all activating appeals made by his wife to Mr. Brannock, who had preferred to stay home and take it easy. His wife defined the cause in which he had to fight.

I am not arguing that most women were so eager to send their male kin into war nor that many men were so much more reluctant than their women relatives to go off and fight, but rather that there was a constellation of values—traditional liberty, Christian conscience, defense of the domestic realm—which were generally held ideals leading many women to conclude that this war was just and necessary. There is no reason to believe that women were intrinsically more pacifistic than men in defense of this configuration of values and feelings, even if later generations of suffragists, often citing the Civil War, argued that such was the case in nature and society. War as a traditional defense of cherished institutions and intimate relationships was as necessary to women as to men, and these women did not see themselves as victims but as participants.

Other women, even among those who preferred one side to the other, believed that the war was not worth fighting and that their male relatives would be well off out of it. An inelegant, if common, expression of this form of antiwar sentiment, one far more widespread in the North than copperheadism, was written by Lucy Thurman of Pine Oak to her cousin Larkin Adamsay. "Do come home if you can get out of old Abe's clutches, for I think you have served the old ape long enough. We are getting along first rate since the [slave] . . . stealers are all gone to Dixie to whip the southern boys. I tell you they can't do it for they have not the pluck to whip a swarm of gnats." Antiwar northerners as well as Southerners commonly enough referred to Old Abe as "old ape" and as leader of the "black Republicans" and to the North as an effeminate society during most of the war. Doubtless, there were as many such reluctant Union participants as there were those committed to the higher cause.

In a civil war of such great dislocations and carnage, in the daily grind of a region experiencing guerrilla war, ideological and moral commitments were put under just as severe a strain for women as for men. Women were left behind on farms when their husbands joined armies or went into the bush. They tried to remain loyal to their beliefs, but they also had to survive at any cost, had to come to terms with wildly contradictory pressures. Women had somewhat more leeway than men in being able to "get away" with the expression of overt opinion, as soldiers on both sides were generally horrified about the implications of making war on women; yet women too were severely injured by guerrilla war. In this sense they were compelled to be full participants in the war and to use all the cunning they could muster to the great goal of survival.

NO EASY CHOICES

Activity Three

Reasons Why Men Chose to Fight in the American Civil War

Instructions: During the Civil War men decided to join the military and fight in the war for different reasons. After reading Eugene F. Ware's personal account about his enlistment in 1861 and historian Michael Fellman's account of womens' views on the Civil War in general and guerrilla warfare in particular in Missouri, please answer the following questions.

1. Please identify and briefly discuss three possible reasons why many men were so eager to join volunteer units and fight during the first year of the war.

2. What do you think Ware's grandfather meant when said that "*War is a great school*?" How might the choices men made while in the military help determine whether the experience of war was a good one or a bad one for them?

3. Please identify and briefly discuss two possible reasons why many women encouraged or pressed their husbands, sons, brothers, or boyfriends to enlist and fight during the Civil War.

4. According to Fellman, why was it more necessary for women in Missouri to make tough choices about their beliefs and actions during the Civil War than most women elsewhere?

5. Why is it important for students and historians to have personal accounts, or primary sources, like that of Eugene Ware's for us to better understand the American Civil War? How does Michael Fellman use primary, or first hand, sources to support his arguments about womens' roles in the Civil War?

NO EASY CHOICES

OUTLINE OF THE BATTLEFIELD VISIT

Please note that those activities marked with "*" below are dependent upon staffing. Check with park personnel before including them in your itinerary.

I. Visitor Center

Your trip to Wilson's Creek National Battlefield should begin at the Visitor Center. Its museum displays, programs (a 13-minute film and a 6-minute battle map), hands-on articles, and bookstore take a minimum of 40 minutes to view, and will enhance your understanding of your visit to the battlefield.

II. Ray House*

Your group will be allowed time to view the inside of the Ray House and ask questions. National Park Service personnel will provide a short presentation that will focus on the pre-war lives of the Ray family, the fighting in the Ray cornfield, the use of the Ray house for medical purposes, and the political and economic effects of the Battle of Wilson's Creek and the Civil War on the Ray family.

III. Living History Demonstration*

National Park Service personnel will present a brief program explaining the use of personal equipment and military uniforms at the Battle of Wilson's Creek, culminating in the loading and firing of a reproduction Civil War musket. Students will also be offered an opportunity to practice Civil War artillery drill (non-firing) utilizing a full-scale artillery piece.

IV. Bloody Hill Tour*

Your group will be led on a walking tour of the Bloody Hill area of the battlefield, scene of the heaviest fighting on August 10, 1861 and the death of Union General Nathaniel Lyon. Your tour leader will discuss the events which took place on Bloody Hill, as well as the tactics and personalities that influenced these events. Please allow at least thirty minutes for this tour.

V. Battlefield Tour

The rest of the tour is self-guided and thus dependent upon the amount of time available to your group. The park brochure and numerous wayside exhibits located on the battlefield provide helpful insights into the events of August 10, 1861. Park rangers will be happy to offer suggestions about ways to expand your exploration of Wilson's Creek.

VI. Miscellaneous

Picnic tables are available near the Visitor Center on a first come, first served basis. Rest rooms and water fountains are available at the Visitor Center. There are no rest rooms or water fountains along the Tour Road. Appropriate clothing and footwear are essential if your group plans to do anything outside the Visitor Center.

NO EASY CHOICES
POST-VISIT OBJECTIVES/MATERIALS NEEDED

I. Activity Four:

Upon completion of this activity the student will be able to:

1. identify and discuss the choices, and their possible results, civilians and soldiers made in Missouri in response to the Civil War and the Battle of Wilson's Creek.

MATERIALS NEEDED: Elkins's "The Battle," enclosed, and Huff's "The Struggle for Missouri," in the HARD TIMES/HARD WAR high school packet, will provide some historical background. See also the OFFICIAL MAP AND GUIDE for Wilson's Creek National Battlefield. August Klapp's *The Ray House* contains information about the John Ray family. Feel free to copy any of these materials as necessary.

NO EASY CHOICES

Activity Four, Part One

Choices during the Civil War. The coming of civil war to Missouri in 1861 forced many people to make unexpected and often difficult decisions. Keeping in mind what you have already read and seen, please list and briefly discuss what sort of choices the individuals and groups listed below had to make because of the Battle of Wilson's Creek as well as the Civil War and guerrilla warfare in Missouri. In the second part of this activity, please list some of the possible results of choices made by the men who fought at Wilson's Creek.

Part One:
Please list and briefly discuss the choices the following individuals and groups made or might have made because of the Battle of Wilson's Creek and the Civil War in Missouri.

1. The John Ray family:

2. Local doctors:

3. Other families in the vicinity of the Battle of Wilson's Creek:

4. Male civilians living in southern Missouri:

5. Women living in southern Missouri:

6. General Nathaniel Lyon:

7. Soldiers on both sides who fought at Wilson's Creek:

NO EASY CHOICES

Activity Four, Part Two

Thousands of men on both sides chose to stand and fight at the Battle of Wilson's Creek. Nearly all the choices we make have consequences. Please list below some of the possible results and/or consequences of the decision by men on both sides to take a stand and fight for what they believed.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

NO EASY CHOICES

Answer Key: Activities One-Three

Activity One, Part One (Vocabulary):

1. enlistment = to enroll oneself in the armed forces.
2. volunteer = one who enters military service of his own free will.
3. draft = to select men from a group for compulsory military service.
4. recruit = a newly enlisted or drafted soldier/sailor; or to fill up an army with new members.
5. patriotic = to be inspired by the love for or devotion to one's country.
6. youthful idealism = living by ideals, or high personal standards of behavior, based on one's youthful views of the world.
7. mercenary = soldier who fights strictly for pay rather than patriotism.
8. infantry = soldiers trained, armed, and equipped to fight on foot.
9. cavalry = soldiers who fight on horseback.
10. artillery = another word for cannons, or large guns, and the branch of the army that uses them.
11. courage = the mental or moral strength to persevere and perform one's duties during a war and especially in combat.
12. casualties = military personnel lost through death, wounds, injury, sickness, or capture by the enemy.
13. guerrilla warfare = irregular warfare conducted behind enemy lines by independent bands.
14. comrades = a fellow soldier and close friend.
15. loyalty = the quality of being faithful to one's cause or country.
16. battle = the act of combat between opposing forces.
17. skirmish = a minor or preliminary fight in a war usually involving small numbers of soldiers.
18. marauders = small group of men who roam about and raid military and civilian areas in search of plunder.
19. honor = to fight for outward respect or recognition; to pay respect to those who are brave in a battle.
20. tradition = to respect and live by older beliefs and customs.

Activity One, Part Two (Fill-in-the-blank):

1. Nathaniel Lyon
2. lead
3. enlistments
4. William Woodruff
5. Franz Sigel
6. six
7. 500
8. Samuel Sturgis
9. Confederates, or Rebels, or Southerners.
10. guerrilla

Activity One, Part Three (Matching):

1. F = McCulloch
2. D = Lyon
3. G = enlistments
4. A = Price
5. H = Woodruff
6. C = Cheavens
7. B = Fremont
8. E = Jones

Activity Two (Map Quiz):

1. East to West.
2. Guinn's house, Edward's cabin, Sharp's house, T. B. Manley's home, Skegg's house, and Gibson's house.
3. With blue and/or red arrows.
4. West.
5. Telegraph Road.
6. Elevation, or how high the land is above sea level.
7. Pulaski Battery; Confederacy.
8. Union.
9. Iowa, Kansas, and Missouri.
10. B. 2500 feet.

Activity Three (Reasons Why Men Chose to Fight)

1. Possible reasons for why men enlisted and fought:
   1) Ware "expected" to be in the war. He implies that involvement in the war was probably unavoidable, though he also implies that it would end quickly, perhaps in less than ninety days. His grandfather had also been "expecting it for twenty years," though he did not expect it to end so quickly.
   2) Since the war might last less than ninety days, Ware implies that if one wanted to experience war one should enlist immediately.
   3) Ware's grandfather told him that war could be "*a great school*" if one took it the right "way." In other words, one could learn much that was valuable by experiencing war as long as you had the right attitude and made the right choices.
   4) Ware was happy about enlisting and being selected by such a flashy group as the Zouaves. Here his motive seems to be mostly a desire for adventure and excitement.
   5) Ware hoped to gain the favor of his sister's "many young lady friends" by enlisting voluntarily and quickly. While he might have been looking forward to marriage, it would seem he was more interested at the time in becoming more popular with young women and being able to interact with them socially. Fellman also mentions the pressure that many wives, girl-fiends, and sisters, such as Lizzie Brannock, put on men to fight.
   6) Young men often wanted to join the military because so many were doing so, either to be with friends or simply to be a part of what their peers were jumping into. Some were so interested in joining military units that "Cash was frequently offered by outsiders for a place as private soldier in the company." Please note that during the first few months of the war so many men wanted to enlist that some had to be turned away, a problem that was much less common after the first major battles and the resultant high casualties.
   7) To a different extent, his parents supported his enlistment, or at least did not oppose it. His mother seems to have believed that her son could make the right choices and "not do anything that would make you [Ware] ashamed to come back."
   8) Local religious leaders often encouraged men to serve. One minister that Ware heard soon after his enlistment claimed that God "organized" the U.S. government to end rule by kings throughout the world and that, thus, men willing to fight and die for that government would "go right straight to Heaven as soon as we were killed."
   9) Men sometimes enlisted because they were attracted to a strong leader, such as Ware's "old German officer" who was "one of the best men and one of the bravest officers" he had ever known and who "was idolized by everybody who knew him."

2. Ware's grandfather seems to have believed that war could, "if properly used," teach much to those that experienced it. It could also be "a mighty bad school." In other words, if one was strong and made the right choices, war could teach its participants much about human life.
3. Ware suggests that some women, like his sister, encouraged men to join and fight because it made them proud and, perhaps, because it honored their families. Some young women may have encouraged their male peers to join because it made them appear brave and exciting. Fellman, on the other hand, believes some women had more complex reasons. Some wanted their men to protect cherished traditional values such as freedom of thought; others believed God was on their side and thus men willing to fight were doing God's will. Many, especially in the South, wanted men to protect their families, homes, and way of life.
4. Because they were in the middle of the war and the even more bitter guerrilla conflict that devastated much of southern Missouri. In many ways, then, their beliefs and moral commitments, as well as their very lives, were too often as threatened as those of their men.
5. Because they are direct, immediate evidence about what people in other historical periods experienced and believed. In other words, they are our windows to the past. Fellman supports each of his arguments with clear, specific quotes from women who lived during the war. When Adelia Allen wrote to her "dear friend" Dan Holmes that he should fight "till the last armed foe expires . . . [and he and the North had succeeded] in crushing this unholy rebellion," one is left with little doubt about how strongly she felt about the justness of the North's cause or how much pressure she put on her male friend to do his duty, even unto his death. Without primary sources, all we can do is guess about the motives and actions of women and men in the past.

NO EASY CHOICES

Answer Key: Activity Four

Part One (Choices):

1. The Ray family did not leave their home during the battle. While the family took shelter in their cellar, some have said that John Ray sat on his front porch and watched the fighting on Bloody Hill. Perhaps—but we do know that the Ray House was used as a medical facility during and after the battle, and that the Ray family did not leave the area. Even though John Ray was a Federal employee (U.S. Postmaster), his family tended to wounded Rebels for days, even weeks, after the battle. And, unlike many other local families who were loyal to the Union, the Ray family did not flee the area when Union forces retreated to St. Louis. The Ray family remained on their farm throughout the balance of the war and John Ray remained a loyal Unionist.
2. Local doctors, such as Dr. Beverly Barrett of Springfield, helped treat the many wounded on both sides regardless of their political views.
3. As you can tell from Activity Two above, there were several families living on or near Wilson's Creek at the start of the battle. Despite little warning of what was about to happen, nearly all of them fled their homes and fields once the fighting began. Because of the damage done to their property and the stench of death that permeated the entire area, joined with the retreat of Union forces to Rolla and then St. Louis, after the battle many of these families chose to leave the area. Others remained and did what they could to help with the wounded.
4. After the bloodshed at Wilson's Creek and bitterness and violence so common to guerrilla warfare, men who had wanted to remain neutral at the beginning of the Civil War found it increasingly difficult to do so. Most chose sides and fought, either for regular military units or guerrilla bands. Others left the area and moved to safer places.
5. As Michael Fellman suggests in the reading used in Activity Three above, because of the nature of civil and guerrilla warfare women "were compelled to be full participants in the war." Many refused to leave this area. Instead, they ran farms and businesses while their men were gone to fight the war. They also chose to encourage the men in their lives either to keep up their fight or avoid military service in keeping with their personal beliefs.
6. In the days and weeks before the Battle of Wilson's Creek, Lyon made numerous choices that affected the lives of tens of thousands of civilians and soldiers. Unlike many others, however, Lyon's decisions were consistent; almost fanatically loyal to the Union, he dedicated his life to its preservation. Lyon chose to stand and fight at Wilson's Creek despite being outnumbered. If not for this choice, there might not have been a Battle of Wilson's Creek.
7. During the battle thousands of men chose to stand and fight despite the roar of battle, the cries of the wounded, and the stifling heat. Most would continue to fight for regular army units throughout the war, many unto their deaths. Others, like William Quantrill and Frank James, chose after the battle to serve in smaller guerrilla units in order to avoid the destruction of major battles. A few deserted to avoid combat.

Part Two (Results/Consequences):

1. over 500 were killed outright or died from their wounds.
2. over 1800 were wounded, many of them severely. They lost legs, arms, eyes, and more.
3. those that survived the battle would have few illusions about the "glory" of war. As a result, they would know fear everytime they went into battle thereafter, a fear they would have to overcome each time they fought.
4. many would survive the battle but never be the same again: they would become grimmer, more serious. Others would carry emotional scars with them for the rest of their lives.
5. many would learn valuable lessons from their experience at the Battle of Wilson's Creek. Hundreds of them would serve as leaders in later battles.
6. some would become more callous to human suffering and death.

NO EASY CHOICES

SUGGESTED READINGS

Refer first to the excellent bibliography of the Battle of Wilson's Creek and Greene County contained within the attached Educators' Study Guide to Wilson's Creek National Battlefield (compiled and provided by the Wilson's Creek National Battlefield). Other recommended books are listed below.

American Heritage. *Golden Book of the Civil War.* A general reference work for grades 5-8.

Boatner, III, Mark Mayo. *The Civil War Dictionary*, Revised Ed. New York: David McKay Co., 1959, 1989. One of the best Civil War reference works.

Brownlee, Richard. *Gray Ghosts of the Confederacy: Guerrilla Warfare in the West, 1861-1865.* Baton Rouge: Louisiana State University Press, 1958. A complementary but more general work than Castel's *Quantrill.*

Castel, Albert. *William Clarke Quantrill: His Life and Times.* New York: Frederick Fell, 1962. Reprinted by the General's Books: Marietta, Ohio, 1992. One of the most objective works not only on Quantrill, but also on guerrilla warfare in Missouri.

Burchard, Peter. *The Deserter: A Spy Story of the Civil War.* Juvenile fiction for grades 5-10.

Daniel, Larry J. *Soldiering in the Army of Tennessee: A Portrait of Life in a Confederate Army.* Chapel Hill: University of North Carolina Press, 1991. A succinct and readable account of the common soldier's life in the Western theatre of the war.

Hunt, Irene. *Across Five Aprils.* Civil War fiction about how the war affected one family in Illinois for grades 7 and up.

Ingenthron, Elmo. *Borderland Rebellion.* Branson, Missouri: The Ozarks Mountaineer, 1980. This work has more information on the extensive number of military actions along the Missouri-Arkansas border than any other single work.

Klapp, August K. *The Ray House.* Springfield, Missouri: Wilson's Creek National Battlefield Foundation, 1987 (2nd Ed.). Brief but entertaining account of the Ray House (and family) before, during, and after the Battle of Wilson's Creek.

Lathem, Frank B. *The Dred Scott Decision, March 6, 1857: Slavery and the Supreme Courts "Self Inflicted Wound."* Informative account of the antebellum case that helped set the stage for the Civil War for Grades 9 and up.

Linderman, Gerald F. *Embattled Courage: The Experience of Combat in the American Civil War.* New York: The Free Press, 1987. Linderman offers new insights not only into what combat was like for the individual during the Civil War, but also about how their expectations about the "glories" of war were so different from the grim realities of combat, and how they reconciled those differences.

Robertson, Jr., James. *Soldiers Blue and Gray*. Columbia, South Carolina: The University of South Carolina Press, 1988; reprinted, New York: Warner Books, Inc., 1991. A fresh, insightful, and quite readable account of life and death for common soldiers during the Civil War.

Stanley, Caroline Abbot. *Order Number 11, a Tale of the Border.* Considers Union efforts to stop Confederate guerrilla raids and how this affected civilians along the Missouri-Kansas border for grades 9 and up.

Steele, Phillip W. and Steve Cottrell. *Civil War in the Ozarks*. Gretna, Louisiana: Pelican Publishing Co., 1993. Brief but useful overview of this topic suitable for grades 7-8.

Wiley, Bell Irvin. *The Life of Billy Yank*. Baton Rouge: Louisiana State University Press, 1952, 1971, 1981.

_____. *The Life of Johnny Reb*. Baton Rouge: Louisiana State University Press, 1943, 1971, 1978, 1981. Wiley's classic works on the lives of common soldiers during the Civil War are still the standard reference sources as well as a delight to read.

NO EASY CHOICES

COMMENTS AND SUGGESTIONS

Wilson's Creek National Battlefield, 6424 W. Farm Road 182, Republic, Missouri 65738, phone: (417) 732-2662.

The staff of Wilson's Creek National Battlefield and the National Park Service would once again like to thank you and your students for participating in our educational program. Because our major focus is to provide the best possible learning experience for our visitors, whether as individuals or in groups, your assessment of our program will be most helpful. Please take a moment or two to evaluate each of the phases of our program in the section below and then make any general comments or suggestions in the space provided. We would appreciate learning about any ideas or activities that you have that effectively convey the Civil War to your students. Your ideas and constructive criticisms will help us improve our educational programs and, thus, benefit your group, as well as many others in the future.

PROGRAM EVALUATION

AREA OF EVALUATION	POOR	GOOD	VERY GOOD	EXCELLENT
Initial contact/ information packet	❑	❑	❑	❑
Educational Study Guide	❑	❑	❑	❑
Pre-visit materials	❑	❑	❑	❑
Battlefield visit	❑	❑	❑	❑
Post-visit materials	❑	❑	❑	❑
Travelling Trunk	❑	❑	❑	❑
Video	❑	❑	❑	❑

YOUR COMMENTS AND SUGGESTIONS:

•U.S. GOVERNMENT PRINTING OFFICE: 1997-555-523/40071

GENEROUSLY FUNDED BY A GRANT FROM
THE NATIONAL PARK FOUNDATION,
WASHINGTON, D.C.

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